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ABSTRACT

This report provides a theoretical and practical use of a systems approach as it applies to student teacher training programs. Areas of primary focus include: (a) identification of preliminary competencies for student teachers and development of measures for predicting success in student teaching; (b) development both of behavioral objectives for training and of roles for cooperating teachers and supervisors; and (c) evaluation of student teaching performance and of the strengths and weaknesses of the various components of the special education undergraduate teacher training program. Part 1 describes the functions of the IPO (input, process, and output) systems approach. Part 2 discusses the systems approach as applied to student teacher training programs. Part 3 provides a paradigm for assessing preliminary competencies and predictive measures of success. Part 4 discusses the development of (a) process objectives by defining behavioral objectives for training, and (b) roles for training teams. Part 5 offers methods of evaluating the student teacher experience. Included in this section are the following: (a) student teacher conference form; (b) supervisor feedback form; (c) item analysis of performance; (d) description of the Flanders System; (e) the University of New Mexico Verbal Interaction Category; (f) description of the Blumberg System; (g) teaching profile form; (h) intern assessment form; and (i) teacher preparation evaluation scale. Appendixes include examples of evaluation formats. (JS)

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Systems Approach to Special Education: Undergraduate Student Teaching

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Introduction

Evaluation of the student teacher training process has come to be seen as an essential ingredient in educational decision making (Willard, 1972; Johnson, 1972; Stufflebeam, et al., 1971). In order to objectively evaluate a student teacher training program, the program must include an organizational framework in which competency components can be evaluated. In addition, a set of criteria and related guidelines must be clearly outlined for modification of the program's current modes of training. The purpose of this monograph is to apply and utilize a systems approach as a framework for evaluation of undergraduate special education student teacher training programs. In particular, reference will be made to certain aspects of the program at the University of New Mexico. Areas of focus include (1) the identification of necessary preliminary competencies for student teachers and development of measures for predicting success in student teaching; (2) the development of behavioral objectives for training, and of roles for cooperating teachers and supervisors; and (3) evaluation of student teaching performance and of the strengths and weaknesses of the various components of the special education undergraduate teacher training program.

For purposes of analysis, the factors which have been selected for consideration will be examined within the framework of a formulated program design which was developed by the Evaluation Research Center at the University of Virginia. The program design provides a systematic approach to determine whether the input, process, or output functions of the training program are sufficient to meet proposed expectations for standards of performance.

Systems Approach

A systems approach is a practical outcome of Brubaker's (1973) concept of "promoting learning to know one's self, to know one's organization, and to know how to change both organization and self." The approach used in this paper utilizes a breakdown into the following categories or format: Input, Process, Output (I-P-O). Beginning with the "input," or the initial competencies possessed by the pre-student teacher, the "process" can be described as mapping a prescribed course leading from a precise characterization of a student teacher at a preliminary stage into a definition of desired competencies at the end stage. A systems approach encompasses necessary preconditions, organizational methods and goals, as well as providing for evaluation of actual outcome (Marockie, 1969). If the purpose of a department of special education is to facilitate the transformation of student teacher competencies from the entry stage to professional competency, it must be able to identify and examine (1) the necessary preconditions and pre-competencies for successful participation in the programs, including measures for predicting success, (2) mechanisms operating in the system which contribute to the transformation to professional competency, and (3) the expected goal.

The input-process-output functions (outlined in Appendix A) provide a graphic representation of essential components that constitute the basic student-teacher undergraduate special education program. The manual of the Evaluation Training Consortium (E.T.C.) (funded by the Bureau of Education for the Handicapped) provides a procedural format for utilizing the I-P-O model to systematically analyze an educational program. The procedure begins by listing all components of the program under "process," secondly listing the resources necessary to support that activity in the correct sequence under "inputs," and finally, listing outcome activities in the "output" column. Network levels utilizing systematic nomenclature (Appendix B) can further provide assistance in analysis

by pinpointing the general system or interdependent subsystem making up the "process." The program can be even further divided into subcomponents (see Figure 1) for a more thorough analysis.

The discussion of the student teacher preparation program then can be analyzed within global terms, or if desired, within a variety of subcomponents of a larger process. The nomenclature for these subcomponents is taken from the procedural manual, as originally established by the Evaluation Research Center, University of Virginia. The perspective here will be to analyze the selected variables of concern within a subcomponent framework. However, by analyzing the subcomponents of the undergraduate special education teacher training programs, it is hoped that a total perspective of the program will be achieved.

Once the I-P-O system has been established for examining the components of the program, it is then possible to develop an evaluation plan. The E.T.C. Manual provides some guidelines. In order for evaluation of a system to take place, four aspects must be considered:

1) Evaluation Questions: Questions must be posed and answered regarding the various components of the system, i.e., the following questions:
   A) What valid predictive measures can be used to screen prospective student teachers? (Input)
   B) What is the defined role of a Cooperating Teacher? (Process)
   C) What standards can be established for the evaluation of the supervisor or cooperating teacher? (Output)
2) Standards to measure the program, i.e., the Flanders Interaction System
3) Information source for evaluation and measurement, i.e., Student Teacher Conference Form.
4) Audience to whom feedback on effectiveness will be directed.

Undergraduate Special Education Network

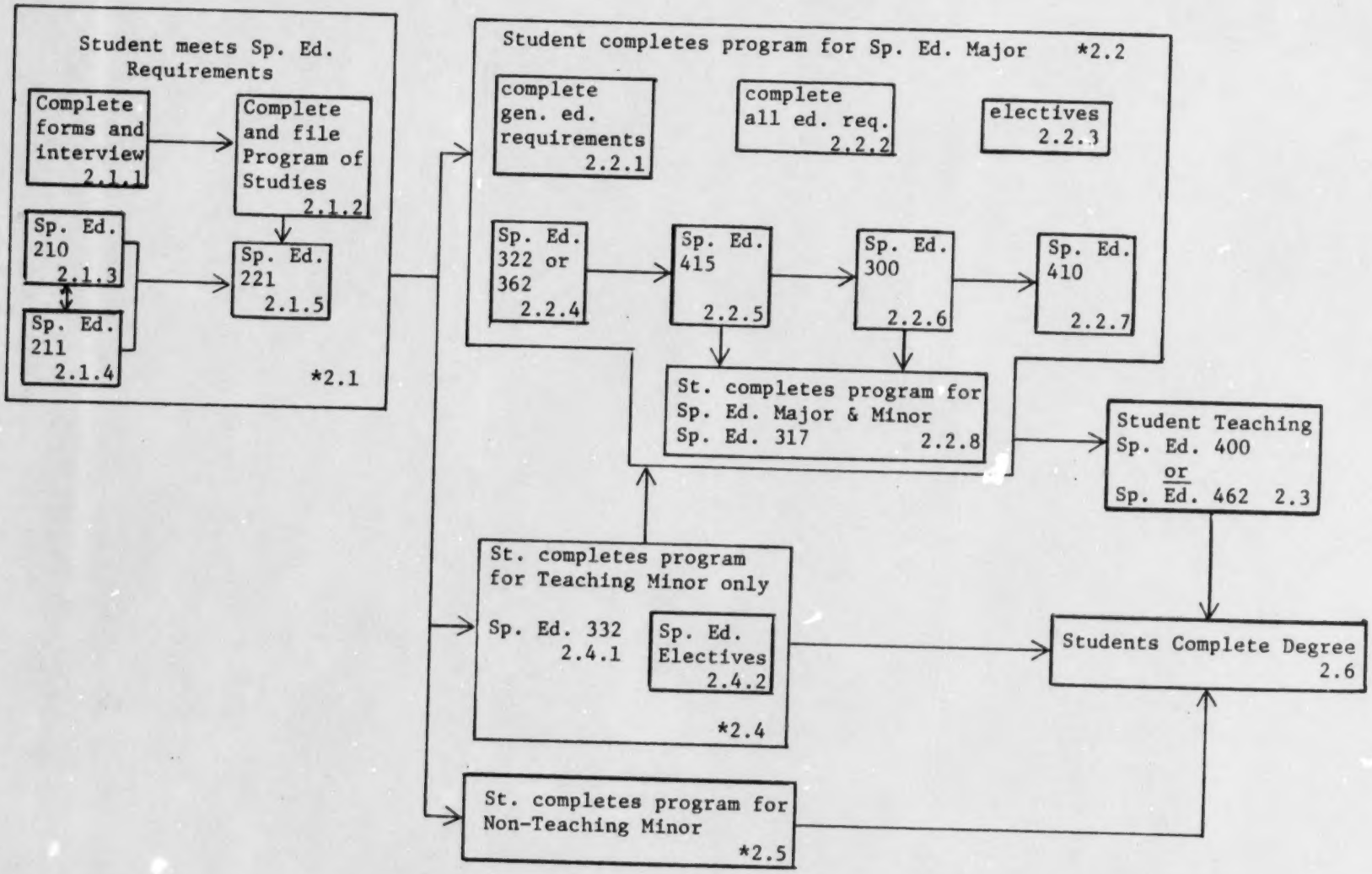

Student meets Sp. Ed. Requirements
Complete forms and interview 2.1.1
Complete and file Program of Studies 2.1.2
Sp. Ed. 210 2.1.3
Sp. Ed. 211 2.1.4
Sp. Ed. 221 2.1.5
*2.1
Student completes program for Sp. Ed. Major *2.2
complete gen. ed. requirements 2.2.1
complete all ed. req. 2.2.2
electives 2.2.3
Sp. Ed. 322 or 362 2.2.4
Sp. Ed. 415 2.2.5
Sp. Ed. 300 2.2.6
Sp. Ed. 410 2.2.7
St. completes program for Sp. Ed. Major & Minor Sp. Ed. 317 2.2.8
Student Teaching Sp. Ed. 400 or Sp. Ed. 462 2.3
St. completes program for Teaching Minor only
Sp. Ed. 332 2.4.1
Sp. Ed. Electives 2.4.2
*2.4
Students Complete Degree 2.6
St. completes program for Non-Teaching Minor *2.5

Figure 1

In Appendix C examples using the E.T.C. evaluation form are provided.

The body of this paper will utilize the Input-Process-Output format as a framework for analyzing student teacher training programs. Using this basis, it will be possible to systematically consider the various components of the training program. In some cases, specific examples will be given, demonstrating how to incorporate the various factors being considered into the I-P-O format. The purpose of this paper is to provide some overall principles for analysis and intervention. The elaboration of each specific variable into an I-P-O format will be left for application by individual programs as best suits their needs.

Systems Approach Applied to Student Teacher Training Programs

The process of selecting and preparing teachers to educate exceptional children is a crucial issue in education. A viable teacher training program in this area is predicted on its ability to select and train teachers to work with these types of children (Dobson, 1972; Shores et al., 1973; Bullock, et al., 1974). Student teaching can be considered as the capstone experience in the making of a teacher. Essential to this process is good communication among the student intern, cooperating teacher, and the university supervisor. To bring about positive interaction in the student teaching process, adequate competencies with objective evaluation must be in operation. The development and coordination of quality student teaching situations has been a persisting problem to administrators, faculty, and students associated with university special education training programs. The various facets of training programs will be divided into three categories, with the following objectives in each:

I. To assess competencies, acquired throurgh course work and practicum experience, that are necessary for the process of student teaching, and to institute procedures for predicting success and screening of student teachers. (Input)

II. To define behavioral objectives for training and to develop the roles of cooperating teachers and supervisors as a training team. (Process)

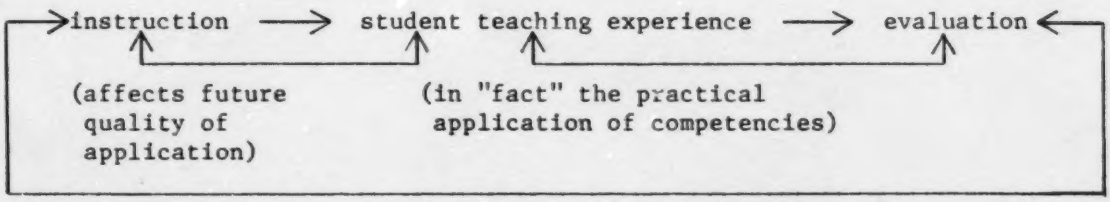
III. To provide an evaluation of student teacher performance and to assess the strengths and weaknesses of the various components of the program. (Output)

Input Objective:

Assessing Preliminary Competencies and

Predictive Measures of Success

The student teaching experience is in "fact" the practical application of competencies acquired through class and practicum instruction. The evaluation of the student teaching experience is a representation of the efficacy of precursor competencies.



Procedure for Analysis of Interaction between Precompetencies, Pericompetencies and Final Evaluation

Figure 2

The above paradigm illustrates that the evaluation of the student teacher is a concurrent reflection upon the instructive competencies of the university. The competencies expected of the student teacher must be related to the actual competencies taught in the classroom and practicum experiences provided by the university training program. Figure 3 (page 8) illustrates the initial confusion in a typical flow chart without a systematic approach to determining precompetencies. Figure 4 provides a more directive approach for determining pre-student teacher competencies applied to identified network levels.

The determination of necessary preliminary competencies is of vital importance in analyzing the student teaching process. Mackie et al. (1957) identified several competencies which facilitate successful student teacher interaction with exceptional children. These include: (1) understanding the exceptional child, (2) developing a functional curriculum, (3) understanding and

Problem: Pre-Student Teacher Competency

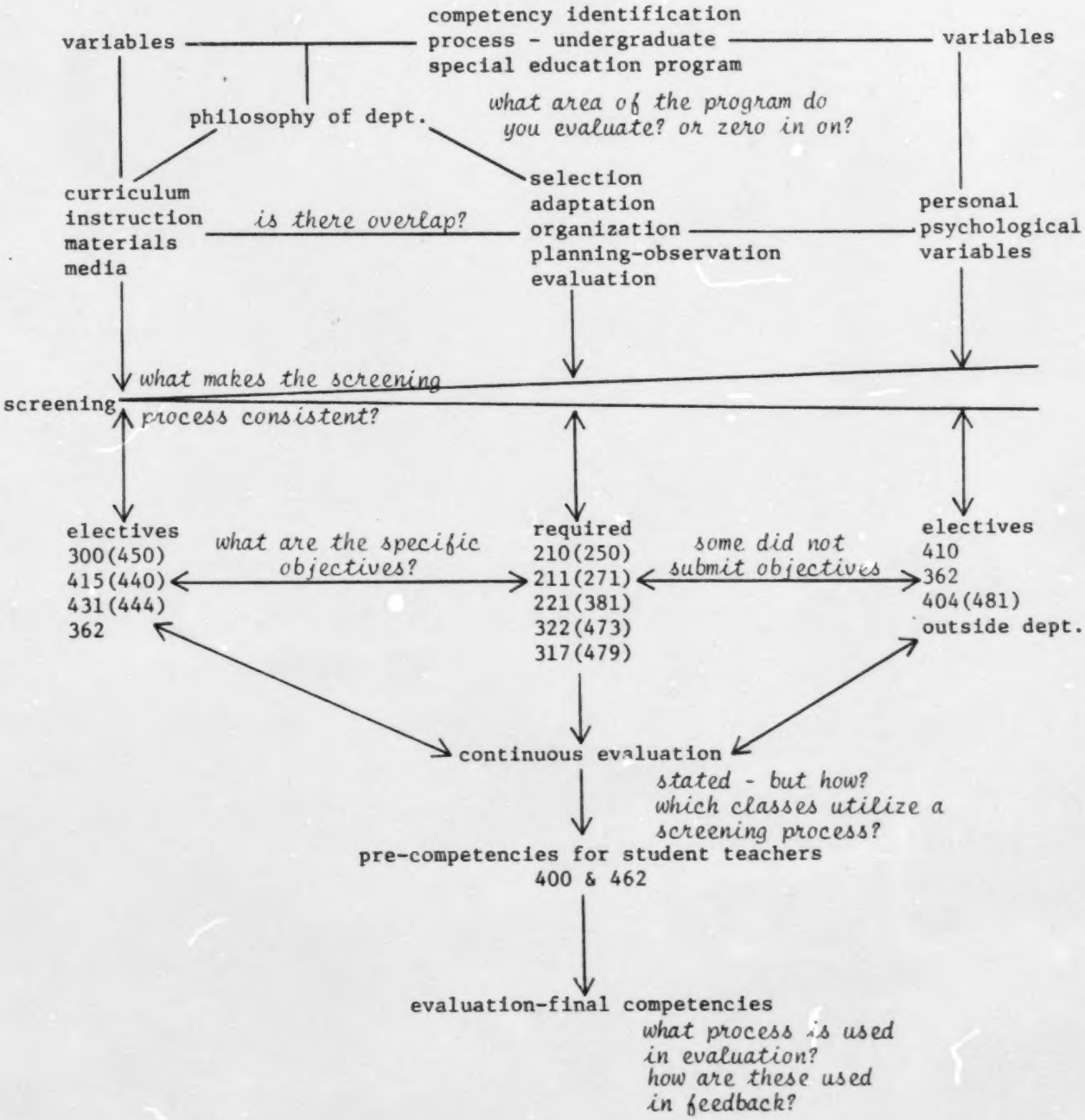


Figure 3

Decision Model for Determining Competencies
Before and After the Student Teaching Experience

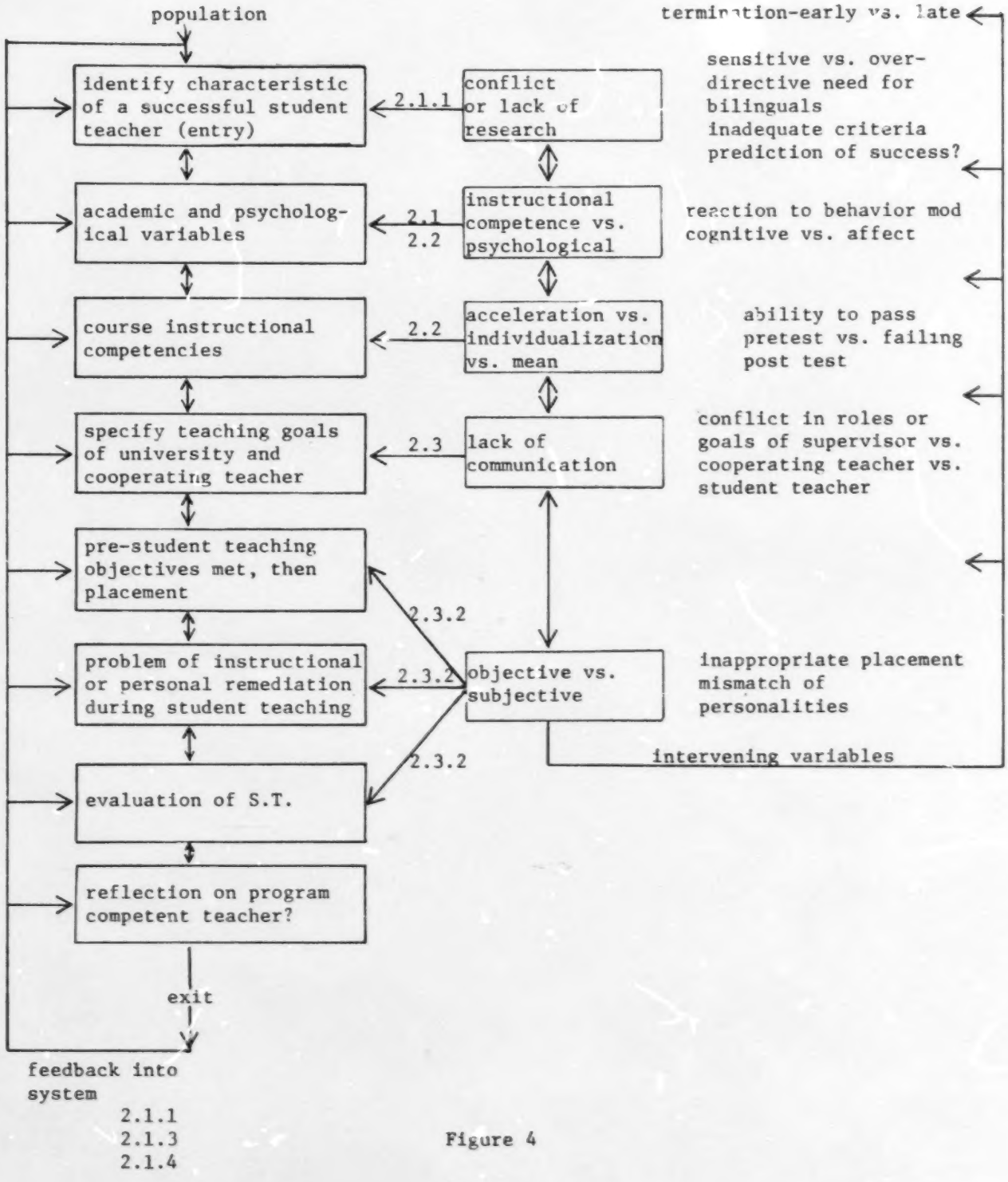


Figure 4

applying good teaching methods, and (4) selecting, developing, and using appropriate instructional materials. Hewett (1968) has emphasized seven competencies which teachers need to have in order for effective teaching to take place: (1) objectivity, (2) flexibility, (3) structure, (4) resourcefulness, (5) social reinforcement, (6) curriculum expertise, and (7) intellectual model. Although he believes these are vital for a teacher of emotionally disturbed children, they also apply to the teacher of other exceptional children.

Vergason (1973) stated that teachers should make sure they know what to do before starting in a teaching program. He stated that the education of teachers is a continuous process. Classwork should be interrelated enough to provide continuous and consistent objectives for prospective student teachers. Factors that effect instruction have been outlined by Berman (1973) and they have been shown to have a definite relationship to the success of the student teaching experience. These include:

1. Latency between presentation of instruction and engagement in the student teaching process
2. The lapse of time related to the competencies (subject matter) and the skill areas dealt with by the student teacher
3. Variation in personal interest in special education before, during, and after presentation of competencies.
4. Proportion of time devoted to presentation of instruction on the practical problems of the student teacher.

These factors can readily be adapted for evaluation purposes in the I-P-O format (see Appendix D).

Listed below are some suggestions for assessing preliminary competencies and facilitating prediction of student teacher performance.

1. Upon entry into the program, administer test battery.
   A. Suggested tests: Minnesota Teacher Attitude Inventory

Taylor Manifest Anxiety Scale
Tennessee Self Concept Scale
Open-ended questionnaire (Questions dealing with practical situations to be anticipated)

B. Periodic reassessment - either equivalent forms or retest

C. Identify applicable psychological variables; maintain consistency for research model; reevaluate the student teacher after student teaching is completed.

2. Periodically interview pre-student teachers.

3. Critical evaluation of practicum experience or micro-teaching

4. Evaluation of performance on classwork.

In addition to assessing precompetencies, there is an obvious need for developing and utilizing predictive measures for expected student teaching success. The literature concerning prediction of student teacher success reveals three major problem areas (Dobson, 1972):

1. Inadequate research methodologies for dealing with complex human behavior.

2. Vague criterion standards for measuring teacher effectiveness.

3. Inadequate predictive instruments.

To accomplish the difficult task of identifying and quantifying characteristics which contribute to successful student teaching of exceptional children, Meisgeier (1965) investigated five dimensions of human behavior found to be significant at the .05 level. The five dimensions were (a) scholastic aptitude, (b) scholastic achievement, (c) personality traits, (d) educational (vocational) interests, and (e) teacher attitudes. The results of this investigation have some implications relative to the characteristics and qualifications for predictive success of student teachers. By projecting the results of this study, there are three significant qualification patterns for predicting student teacher success:

1. Prospective teachers should possess high ability, a good attitude toward children and teaching, and should be a good student with high grades in education.
2. General emotional stability (experimenting, sociable, composed, emotionally stable) in order to effectively deal with the adjustment of parents and the social needs of the child.

   Experimenting: ready to try new things

   Sociable: responsive, friendly, cheerful

   Composed: even disposition, able to remain calm in a crisis

   Emotionally stable: abundant emotional response, free from various nervous and instability symptoms.
3. Prospective teacher needs to be energetic (enthusiastic, expressive, extroved), responsible (independent, organizer), and realistic (practical, able to keep a group operating).

Further Dobson (1972) stated that in identifying important psychological variables there is no agreement. The results of his pilot study indicate that predictions concerning certain psychological variables could be made concerning student teaching behavior. The predictive construct includes 11 psychological variables and they reflect the expected teacher behavior resulting from either a high or low score on that variable. (Probability and the psychological variables are included in Appendix E.) Instruments used to collect the multivariant data include the Taylor Manifest Anxiety Scale, Tennessee Self Concept Scale, and the Opinion, Attitudes and Interest Survey(Fricke, 1963).

In regular education, Musella (1969) found a relationship between a student teacher's dogmatism and his evaluation of himself and his supervising teacher. Each subject taught eight weeks (selections high and low on dogmatism scale) and then rated himself and his supervising teacher on teaching effectiveness. A Teacher Personal Characteristics Inventory form indicated that closed minded

(more dogmatic) student teachers would rate themselves higher and their supervisors lower on teaching effectiveness and would describe themselves in more positive terms and less variability than would less dogmatic student teachers. Dogmatism is another important variable for predictive success of student teachers in Special Education which needs to be researched.

MacDonald and Zaret (1965) found in a study of "openness" and "flexibility" that reasonably accurate predictions of student success in teaching could be made very early in the teacher education program.

McFadden (1968) reported that specific psychological variables tended to discriminate differentially the success of student teachers. McFadden studied both elementary and secondary student teachers using the Survey of Interpersonal Values (SIV), the Minnesota Teacher Attitude Inventory (MTAI) and the California Psychological Inventory (CPI).

The precompetencies and predictive measures discussed above only touch on the surface of this crucial aspect of teacher training programs. The purpose was to give some examples and direction for determining guidelines for evaluating and modifying the "input" component of existing educational programs. Continuing research and development is needed in these areas.

Process Objective:

Defining Behavioral Objectives for Training

and Developing Roles for Training Team

Programs for professional preparation of student teachers must proceed with clear statements of behavioral objectives, articulated through the program itself (Fargo and Haring, 1969). These objectives are designed to enable continuous measurement of trainee performance by allowing specific responses made to training tasks. Sample objectives for a student teacher are listed by Fargo and Haring (1969):

1. To establish procedures of observing, recording, and analyzing behaviors systematically.
2. To assess child performance in four areas: academic, verbal, social, and physical requirements of the classroom.
3. To acquire functional information from the assessment of the children's skill in order to select presently available instructional materials within each academic area, for the purpose of program planning for sequence and breadth of skill development.
4. To establish during assessment the child's preference for activities which might motivate academic performance.
5. To use assessment information to establish task initiation in the child.
6. To develop systematic procedures for maintaining task performance.
7. To establish efficient performance on instructional programs through systematic contingency management, with the use of continuous response data on the accuracy and efficiency of child performance to guide further instructional decisions.
8. To demonstrate the acquisition of these skills with individuals and with groups of children.

These objectives can be incorporated readily into the I-P-O format as "process" information (see page 16). Pages 17 and 18 provide more of a breakdown in terms of input and output related to the student teacher process. By an analysis of instructional classes given prior to the student teacher placement, precompetencies from past processes (class instruction) can be evaluated (see Appendices F,G,H).

Altman and Meyen (1974) suggested that module instruction is an effective method for preparation of student teachers. A center should be available with media-equipped carrels and necessary resources. This could be used by pre-student teachers and student teachers to develop instructional competencies. One of the problems of many single topic courses (e.g., "Instructional Media for the Mentally Retarded") is that they have a tendency to segment various knowledges and skills into less meaningful abstract entities. An alternative would be to divide student teaching competency units into two phases. Phase one would include: (a) competency units in classroom organization and scheduling techniques, (b) behavioral control and characteristics of children of a particular exceptionality, (c) understanding of task analysis principles, (d) using assessment procedures, and (e) planning and evaluation techniques in the classroom. Phase two would go into greater depth with more specific competencies. The advantage of this technique would be (1) acceleration of students, (2) criterion checks, (3) individualization, (4) referral for breakdown of competency during student teaching or practicum, and (5) developing a conceptual framework with single unifying themes.

The student teaching experience can be divided into phases for assessment of individual competencies. This can also be used for intervention strategies and acceleration. (See Appendix I.) Models for decision making and intervention strategies are included in Appendices I and J.

INPUT	PROCESS	OUTPUT
	1. To establish procedures of observing, recording, and analyzing behaviors systematically. 2. To assess child performance in four areas: academic, verbal, social, and physical requirements of the classroom. 3. To acquire functional information from the assessment of the children's skills in order to select presently available instructional materials within each academic area, for the purpose of program planning for sequence and breadth of skill development. 4. To establish during assessment the childs preference for activities which might motivate academic performance. 5. To use assessment information to establish task initiation in the child. 6. To develop systematic procedures for maintaining task performance. 7. To establish efficient performance on instructional programs through systematic contingency management, with the use of continuous response data on the accuracy and efficiency of child performance to guide further instructional decisions. 8. To demonstrate the acquisition of these skills with individuals and with groups of children.	

2.3 Student Teaching

INPUT	PROCESS	OUTPUT
Pre-Student Teaching Competencies (2.1.3 through 2.2.7*) The Student will have the following skills: .1 Selective review and consideration of past academic and psychological records on each child including: academic grade levels, specific learning skill, physical and/or medical limitations, past academic materials used, and psychological problems. .2 Design and implementation of individualized instructional strategies, educational analysis, planning, curricula development, and media utilization. .3 Selection of appropriate materials for each child. .4 Individualized prescription to determine appropriate training program for the child based upon his present symptomology. .5 Evaluation of the efficacy of the program implemented. .6 Establishment of clear and reasonable classroom routines and procedures. .7 Positive reinforcement of the student who meets the teacher's stated objectives.	2.3 Student Teaching Spc. Ed. 400 or Spc. Ed. 462	Professional Competency based upon university objectives. based upon: .1 Post-test Student Teacher Preparation Inventory .2 Student Teacher Conference Form .3 Weekly Teaching Profile .4 Flanders Interaction Data .5 V.I.C. Modified Flanders .6 Intern Assessment .7 Item Analysis .8 Supervisor Form .9 Student Teacher log book .10 Lesson plan evaluation

INPUT	PROCESS	OUTPUT
.8 Location and task analysis of the student learning situation. .9 Physical organization of the room so that there are designated areas for each instructional activity. .10 Effective management in the classroom. .11 Sensitivity to the child's perception of himself and his relationship to his environment. .12 A professional adequacy and a positive self-image.		

The cooperating teacher is the individual who ultimately defines and facilitates the student teaching experience. In the beginning the student teacher follows the established program of the cooperating teacher. In later stages the student teacher progresses through the educational program instituted by the cooperating teacher. The objectives of the cooperating teacher will focus upon specific skills, organization, planning, structuring, selecting and creating materials, instructional techniques, and personal or pupil rapport of the student teacher. The importance of the cooperating teacher cannot be overemphasized. Barbour (1971) stated that cooperating teachers tended to set the cognitive level in conferences and the classroom and the student teacher followed suit. Bradley (1966) found that an ideal cooperating teacher is one who is sincere in his efforts to supply intra- and extra-classroom experiences of a professional type for a student teacher. The cooperating teacher does demonstration teaching before the student teacher with his class; "gives and takes" in the personal, private conference in which the student teacher is given opportunities to discuss action during the teaching day.

If the needs of the student teacher are to be met, he must be regarded as "a thinking, reacting, growing, and changing near-professional person" (Kruszynski, 1968). This cannot occur if the cooperating teacher has unwillingly accepted his own supervisory position, having been pushed into it by administrative pressure. It follows that cooperating teachers who unwillingly accept student teachers are automatically less qualified than those who reject such assignments. To be fully effective, teacher supervisors must possess an honest, positive, and unequivocal desire to participate.

Keeping the above guidelines in mind, the material following is presented to provide some clarification of the roles of the cooperating teacher. These general guidelines for cooperating teachers can be modified slightly to come under the "process" category in the I-P-O format.

I. Timing and Responsibilities in Student Teaching Experiences:

1. Get the student teacher involved in classwork the first day in some minor way.

2. The student teacher should assume the responsibility for small groups for short periods of time, gradually increasing the number of pupils and amount of time until he is capable of full-time instruction.

3. The student teacher should start in areas where he has an interest.

4. Pre-plan by making out a calendar of the subjects he will teach during parts of the student-teaching semester. Teaching of reading should be done continuously.

5. The cooperating teacher should not hesitate to leave the room at times--5 to 15 minutes at first, depending on the capabilities of the student teacher. Student teachers need freedom.

II. Planning:

1. Planning is necessary to the degree needed by the student teacher and according to his ability. Written lesson plans are required of each student teacher.

2. The student teacher should be progressing from individual daily lesson plans to more general long-range plans.

3. The student teacher should have freedom to do some experimenting with new methods.

III. Human Relationships and Evaluation:

1. Relationships in the room depend largely upon the climate of the room previous to the student teacher's coming.

2. It is the cooperating teacher's job to radiate cooperation, guidance and professional behavior, in order to instill such behaviors in the student teacher.

3. Foster self-confidence as sincerely and as often as possible.

4. Criticize positively and in the spirit of sharing.

5. Depending upon individual differences of student teachers, the cooperating teacher's suggestions may have to be more or less directive.

6. The college or university should help the prospective cooperating teacher with sessions regarding the meaning of categories on evaluation forms.

IV. Evaluation:

1. Self-evaluation (as in a log book) is the true ideal.

2. Talk with the student teacher about his weak and strong points at the beginning of the student teaching period.

3. In the beginning let him choose his best areas to work in.

4. Use a sound method of interaction analysis such as the Flanders method, i.e., Q sort.

5. Use the tape recorder.

6. Keep a notebook with student teacher's remarks and cooperating teacher's remarks.

7. The cooperating teacher should put notes on the student teacher's log book and lesson plans.

8. Hold conferences at regular intervals such as at the end of the day, end of week and with the college supervisor during his visits.

9. Have student teachers answer such questions as, "What was your most satisfying experience of the week?"

10. Criticize only when a specific behavior seems to be a tendency. Give only two or three criticisms at a time at first and become more particular as time goes on.

11. Be objective in your criticisms.

12. Student teachers should be assured that pupil progress the first few weeks of school is normally very slow.

13. Student teachers should be assured of the fact that many seemingly unsuccessful lessons are successful.

14. Screening is an obligation of both the college and the cooperating teacher.

15. The student teacher should be encouraged to evaluate himself as to both his desire and qualifications for entering the teaching profession.

Listed below are some additional guidelines for cooperating teachers, (University of Connecticut,N.D.). These are suggestions which are given in the hope of benefitting the student teacher and to provide guidelines for the cooperating teacher/student teacher relationship. Therefore all statements must be considered in light of the cooperating teacher's program, teaching style, and administrative considerations. These provide further clarification of role definition for cooperating teachers, and include the following:

General Information

The following information concerning the host school should be shared with the student teacher as soon as possible:

1. Building plan, fire exits
2. Names and function of administrators and special services personnel
3. School calendar (vacations, release time, early closing, special meeting dates)
4. School opening and closing hours (for students and for teachers)
5. Class information (daily schedule, seating plan, roster of students, including class profile)
6. Community characteristics and unique features
7. Policy and procedure regarding:
   a. emergencies in building and on playground
   b. parent pickup of children
   c. transporting students in personal autos
   d. parent conferences
   e. use of student files
   f. confidentiality of reports
   g. school chain-of-command
   h. grading system
   i. report cards
   j. use of gym, library, cafeteria
   k. teacher duty in halls, cafeteria, playground, auditorium
   l. use of audio-visual equipment
   m. use of duplicating equipment
   n. storage and ordering of instructional supplies
   o. extracurricular activities
   p. discipline
   q. passes
   r. medication for students
   s. special services referrals
   t. field trips

Orientation and Adjustment to the Teaching Experience:

1. Provide the student teacher with an overview of the present class curriculum and how it relates to the total curriculum (past and future) for the group as a whole.
2. Plan with the student teacher in advance the rate at which it is agreed that her duties will be assumed.
3. Provide the student teacher with sufficient opportunity prior to the teaching process to observe the students; discuss with the student teacher specific behavioral and academic characteristics which she has observed during this period.
4. Provide the student teacher with the opportunity to observe and record the cooperating teacher's instructional approach in the classroom.
5. Provide opportunities for the student teacher to observe various classrooms within the school.
6. Discuss with the student teacher guidelines concerning her role and authority in the classroom emphasizing team approach.
7. Acquaint the student teacher with the resource personnel of the system, such as consultants in all fields, and inform her of the assistance she can realistically expect from each.

Evaluation of Student Teacher:

1. Discuss with the student teacher and the university supervisor at the beginning of the student teaching experience the frequency of evaluations, the measures to be used, the skills to be observed, and be willing to modify any of the above if discussion so warrants.
2. Participate in conferences between the student teacher, herself, and/or the university supervisor at a mutually agreeable time and frequency, giving reasonable notice of such meetings to those concerned.
3. Be capable of identifying competencies student teachers should possess or develop.
4. Apply a variety of techniques in an "objective" evaluation of the student teacher.
5. Identify both strengths and weaknesses in the student teacher's performance.
6. Maintain written records of the student teacher's progress and have them available to her for discussion and available to the university supervisor.

Team Interaction:

1. Discuss all aspects of her evaluation of the student teacher with her and encourage the student teacher to express her point of view regarding the evaluation.
2. Inform the student teacher that she is available to listen and react to suggestions, questions, and problems of the student teacher at all times, not only during scheduled meetings.
3. Take the initiative in discussing those areas in which she perceives the student teacher to be experiencing anxiety and disappointment.
4. Assist in establishing an atmosphere among the student teacher, the university supervisor, and herself that lends itself to free and open interaction concerning the teaching experience.

Awareness of Team Relationship:

1. Be willing to analyze the dynamics of her relationship with the student teacher and the university supervisor.
2. Share with the student teacher and the university supervisor her perception of their expected and observed respective roles.
3. Be willing to objectively evaluate her relationship with the student teacher as it relates to the professional growth of both individuals.
4. Regard the student teacher as a professional in training, not a subordinate.

Planning for Individual Needs:

1. Identify and demonstrate specific needs of individual students through past and present, formal and informal evaluation procedures.
2. Incorporate specific content and rechniques geared to individual needs into her daily plans.
3. Evaluate and demonstrate the effects of specific content and techniques by comparing expected with obtained results.

Guidance in Instruction:

1. Discuss with the student teacher the preparation of her lesson plans in terms of behavioral objectives, content, and techniques, and in the evaluation of their success and failures.

2. Offer constructive criticism, including specific guidelines for improving the student teacher's performance; help the student teacher to build suggestions into subsequent instructional efforts.
3. Demonstrate a variety of teaching materials and techniques and discuss with the student teacher the reasons for their use.
4. Justify time spent on various aspects of the content areas in terms of her perception of the competencies and needs of exceptional children.
5. Discuss with the student teacher effective methods of classroom management and help create an appropriate learning environment, allowing the student teacher the flexibility to employ methods which she feels might be successful.
6. Assist and discuss with the student teacher methods for developing effective lesson plans so that the plans are realistic for the student teacher and the class.
7. Discuss with the student teacher guidelines for test construction and administration.

Teacher Involvement and Development:

1. Permit the student teacher to experiment with content and techniques which are not part of the cooperating teacher's repertoire but which can be justified in terms of the students' needs and overall goals of the curriculum, as well as the student teacher's own areas of competency.
2. Allow the student teacher to participate in the development of goals and objectives for the instructional program.
3. Provide a sufficiently flexible classroom program which permits the student teacher to demonstrate her teaching ability and interests.
4. Assign the student teacher units of work that will allow her increased responsibility for the total class.
5. Assist the student teacher in critically analyzing her instructional situations which she has observed.
6. Assist the student teacher in critically analyzing her instructional style in order that she develop an awareness of methods that may hinder successful teaching.
7. Encourage the student teacher to evaluate the cooperating teacher's instructional style and be willing to respond to the student teacher's observations of same.

Professional Development:

1. Be willing to involve the student teacher in parent conferences, special services meetings, faculty meetings, parent-teacher organization meetings, community activities (as school policy, cooperating teacher and student teacher schedules permit).
2. Inform the student teacher of professional publications, supplementary materials, and resources available within the community.

Another important person in the student teaching experience is the university supervisor. Some of the most important functions of the university supervisor include the placement of student teachers in cooperating schools, acting as a liaison between the university and the public schools, working with the student teacher, evaluating the student teacher, and providing educational

leadership. The strength of the relationship between the cooperating teacher and supervisor is the modus operandi for an effective learning atmosphere for the student teacher. Group meetings with the cooperating teacher are designed to inform, reassure, and involve the cooperating teacher in "how" the university sees the function of the student teacher.

College supervisors will make periodic investigations to student teachers in the school setting. The supervisor will work closely with the cooperating master teacher to help coordinate the student teaching experience. A record of visitations will be kept. Careful observation of the student teacher by the cooperating teacher and college supervisor will enable them to better assess the student teacher's ability.

Some suggested process functions of the university supervisor might be:

a. To identify problems.

b. To reinforce good teaching practices of the student teacher.

c. To make suggestions with respect to such activities that might broaden the student teaching experience.

d. To consult on future placement of the student teacher.

e. To help with planning and evaluation of lessons presented, planned, and to suggest alternative activities.

f. To make suggestions for behavioral management.

g. To suggest teaching strategies.

h. To assist with the development and use of materials.

i. To assess how well the student teacher has adapted to the routine and responsibilities of the particular classroom setting.

j. To assess the student teacher's ability to take directions and accept positive suggestions from the cooperating teacher.

k. The position of the university supervisor is not to protect the student teacher as much as to support.

Specific evaluation includes formal and informal assessment of the student teacher in the following areas:

a. The ability to diagnose problem areas and to use prescriptive teaching techniques.

b. The organization, planning, and sturucturing of learning experiences for an individual or large number of children.

c. The assessment of ability to select or create materials and use of institutional techniques appropriate to the needs of the students.

d. Appropriate techniques for classroom management.

e. Rapport with children and staff.

Following are some responsibilities of the university supervisor to the student teacher:

a. To place or assign the student teacher with the most appropriate cooperating teacher.

b. To interpret for the student teacher the demands of the situation and to make reasons for particular practices more evident.

c. To help the student teacher make satisfactory adjustment to the teaching situation.

d. To make clear expectations and evidence of progress at regular intervals.

e. To summarize progress and potential for success in teaching in both oral and written form.

f. To initiate three-way conferences to discuss student teacher progress when desirable or needed.

Following is a suggested form to be filled out by student teachers to evaluate the performance of the university supervisor and his effectiveness in this role:

EVALUATION OF SUPERVISOR

Following observation of the supervisor, please rate his or her performance by circling the appropriate number:

(1) Unsatisfactory (5) Average (10) Competent

1.	Rapport with the cooperating teacher	1 2 3 4 5 6 7 8 9 10
2.	Rapport with the student teacher(s)	1 2 3 4 5 6 7 8 9 10
3.	Punctuality in appointments for conference	1 2 3 4 5 6 7 8 9 10
4.	Seeks cooperating teacher's feedback on the student teacher	1 2 3 4 5 6 7 8 9 10
5.	Seeks to identify problems student teacher might have	1 2 3 4 5 6 7 8 9 10
6.	Makes suggestions on lesson plans and behavioral management	1 2 3 4 5 6 7 8 9 10
7.	Seeks to reinforce good student teaching practices	1 2 3 4 5 6 7 8 9 10
8.	Makes suggestions with respect to such activities that might broaden student teacher experiences	1 2 3 4 5 6 7 8 9 10
9.	Suggests teaching strategies when necessary	1 2 3 4 5 6 7 8 9 10
10.	Provides support for the student teacher	1 2 3 4 5 6 7 8 9 10
11.	Seeks to identify problems (assets or deficits) the cooperating teacher sees in the student teacher	1 2 3 4 5 6 7 8 9 10
12.	Initiates three-way conferences to discuss student teacher progress when desirable or when needed	1 2 3 4 5 6 7 8 9 10

Supervisor Evaluation, Cont'd

13. Makes clear to the student teacher expectations and evidence of progress at regular intervals, either orally or written 1 2 3 4 5 6 7 8 9 10

14. Seeks to understand how the student teacher views his or her progress or viewpoint of their present teaching experience 1 2 3 4 5 6 7 8 9 10

Comments:

Output:

Evaluation of the Student Teaching Experience

Cooperating teachers, university supervisors, and student teachers must work as a team to plan and improve the student teaching performance and experience. The evaluation of student teacher performance can be improved by a three way evaluation procedure such as the "Student Teacher Conference Form." Future trends may include an instructional material specialist and a behavioral management specialist to help in supervision of the student teacher. The provision of questionaires, Q Sort, interviews, attitude inventory, pre and post tests, formal analysis of interaction in the classroom or practicum experiences, will be beneficial in the evaluation of student teachers (Soares, 1971; Dobson, 1972; Filburn, 1968).

Following are some suggestions for evaluation of the student teaching output:

1. Student Teacher Conference Form (for S.T.; C.T.; U.S.*)
2. Flanders Interaction System (C.T. to S.T. or U.S. to S.T.)
3. Or modified version of Flanders Interaction System (same as 2)
4. Intern assessment (to be used by the University)
5. Blumberg Interaction System (C.T. to S.T.; U.S. to S.T. or C.T.)
6. Item analysis of Performance Checklist (C.T.; U.S. input for S.T.; S.T. Self-evaluation)
7. Teaching profile (C.T.)

*S.T. - Student Teacher
C.T. - Cooperating Teacher
U.S. - University Supervisor

Immediately following this page is a sample "Student Teacher Conference Form." These forms are to be used for evaluation of the student teacher weekly or biweekly by the cooperating teacher, supervisor, and the student teacher. The completed forms are to be used in discussions between the two or three parties involved. Various colors are to be used to indicate a copy for the student teacher, cooperating teacher, supervisor, and evaluation.

Recorded observations on the "Student Teacher Conference Form" or use of anecdotal or checklist form is suggested to help the intern observe his potential, provide support and couragement, to find needed resources, and to begin to promote the skills of self evaluation. An ancillary sheet for the supervisor is included on page 33.

STUDENT TEACHER CONFERENCE FORM

Student Teacher _____ School _____

Cooperating Teacher _____ Supervisor _____ Date _____

Following the observation of the student teacher, please rate his/her performance by circling the appropriate number. (1) clearly a difficulty, (2) needs some help, (3) satisfactory, (4) above average, (5) competent

I. Planning and Preparation for Instruction

1. Teacher administers, interprets, and uses one or more for the diagnostic instruments:

A. cumulative folder	1 2 3 4 5
B. teacher observation	1 2 3 4 5
C. confidential materials (tests, medical report, social workers report, etc.)	1 2 3 4 5

2. States educational objectives for each student in terms of:

A. cognitive development	1 2 3 4 5
B. affective development	1 2 3 4 5
C. motoric development	1 2 3 4 5

3. Preparation of specific tasks in scope and sequence toward objective: 1 2 3 4 5

4. Instructional procedures appropriate to the learning task in terms of:

A. modality

1. input	1 2 3 4 5
2. output	1 2 3 4 5
B. materials	1 2 3 4 5
C. motivation	1 2 3 4 5
D. methods	1 2 3 4 5

5. Evaluation of Objectives: 1 2 3 4 5

II. Behavioral Management

A. Control of Inappropriate behavior:

1. gross motor (out of seat, excesses movement)	1 2 3 4 5
2. noise making	1 2 3 4 5
3. verbalization	1 2 3 4 5
4. orienting (i.e., turning head to annoy neighbor)	1 2 3 4 5
5. aggression	1 2 3 4 5
6. inattentiveness	1 2 3 4 5

B. Strengthening of Desirable Behavior:

1. teacher praise	1 2 3 4 5
2. competency in immediate and delayed reinforcement (social, activity, others)	1 2 3 4 5
3. consistency	1 2 3 4 5

C. Student behavior during instruction:

1. attention to task	1 2 3 4 5
2. time element in completion of task	1 2 3 4 5
3. successful completion of tasks	1 2 3 4 5

D. Reduce need for extrinsic reinforcement so student assumes individual motivation 1 2 3 4 5

III. Student-Teacher Relationships:

A. acceptance of the total student	1 2 3 4 5
B. student involved in both analysis of his problem and evaluation of his performance	1 2 3 4 5
C. student's active role in designing lessons and choosing materials	1 2 3 4 5
D. student's awareness of a sense of structure of routine sequence of activities	1 2 3 4 5
E. materials at a level that permits the child to feel successful	1 2 3 4 5
F. materials related to the child's special interests	1 2 3 4 5

IV. Self-Images:

A. flexible--ready to try new things	1 2 3 4 5
B. composed--maintains an even disposition and remains calm in crisis	1 2 3 4 5
C. emotional constancy	1 2 3 4 5
D. open to suggestions	1 2 3 4 5
E. sociable--responsive, friendly, cheerful	1 2 3 4 5
F. respects peers and demonstrates courteous attitudes	1 2 3 4 5

V. Professional Adequacy

A. punctuality	1 2 3 4 5
B. communication skills (oral and written)	1 2 3 4 5
C. responsible with assigned task	1 2 3 4 5
D. preparedness (equipment and materials	1 2 3 4 5
E. general class management	1 2 3 4 5

Supervisor Feedback for Weekly or Bi-weekly Observation

(Ancillary to evaluation sheet)

Name _____

Date _____

Time _____

I. Activities observed:

II. Lessons Plan Comments:

III. Log Book Comments:

IV. Comments on class activities (positive and negative)

V. Professional Competency

VI. Suggestions:

VII. Notes on Cooperating Teacher ( ) Student Teacher ( ) Supervisor ( ) conference:

VIII. Individual Conference Requested:

Supervisor _____

ITEM ANALYSIS OF PERFORMANCE CHECKLIST
i.e. of "student teacher conference form"

Date:
From:
To:

Cooperating Teacher Evaluation

Objective	Rating 1 2 3 4 5 6 7 8	Improvement 1 2 3 4 5 6 7	Static 1 2 3 4 5 6 7	Static but in position	Rating 1 2 3 4 5 6 7	Improvement 1 2 3 4 5 6 7	Static
1a.							
1b.							
1c.							
2a.							
2b.							
2c.							
3.							
4a.							
4b.							
Etc.							

The Flanders system offers additional help in evaluating student teacher output. In the Flanders system only verbal interaction between teachers and pupils is analyzed because of the difficulty in reliably categorizing nonverbal behavior. All teacher-pupil interaction is divided into ten categories, seven of teacher talk, two of student talk, and one of silence or confusion. A sample matrix is provided in Figure 5. Following are the categories for Interaction Analysis:

Teacher Talk	indirect influence	1.*Accepts Feeling: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. Praises or Encourages: praises or encourages student action of behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "um hm? or "go on" are included. 3. Accepts or uses Ideas of Student: clarifying, building, or developing ideas suggested by the student. As teacher brings more of his own ideas into play, shift to category five. 4. Ask questions: asking a question about content or procedure with the intent that a student answer.
	direct influence	5. Lecturing: giving ideas or opinions about content or procedurd; expressing his own ideas, asking rhetorical questions. 6. Giving directions: directions, commands, or orders to which a student is expected to comply. 7. Criticizing or justifying authority: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Student Talk		8. Student talk-response: talk by students in response to teacher. Teacher initiates the contact or solicits student statment. 9. Student talk-initiation: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether the student wanted to talk. If he did, use this category.
		10. Silence or confusion: pauses, short periods of silence and periods of confusion in which com unication cannot be understood by the observer.

*There is NO scale implied by these numbers. Each number is classificatory, it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

Sample Matrix to be used in the Flanders System

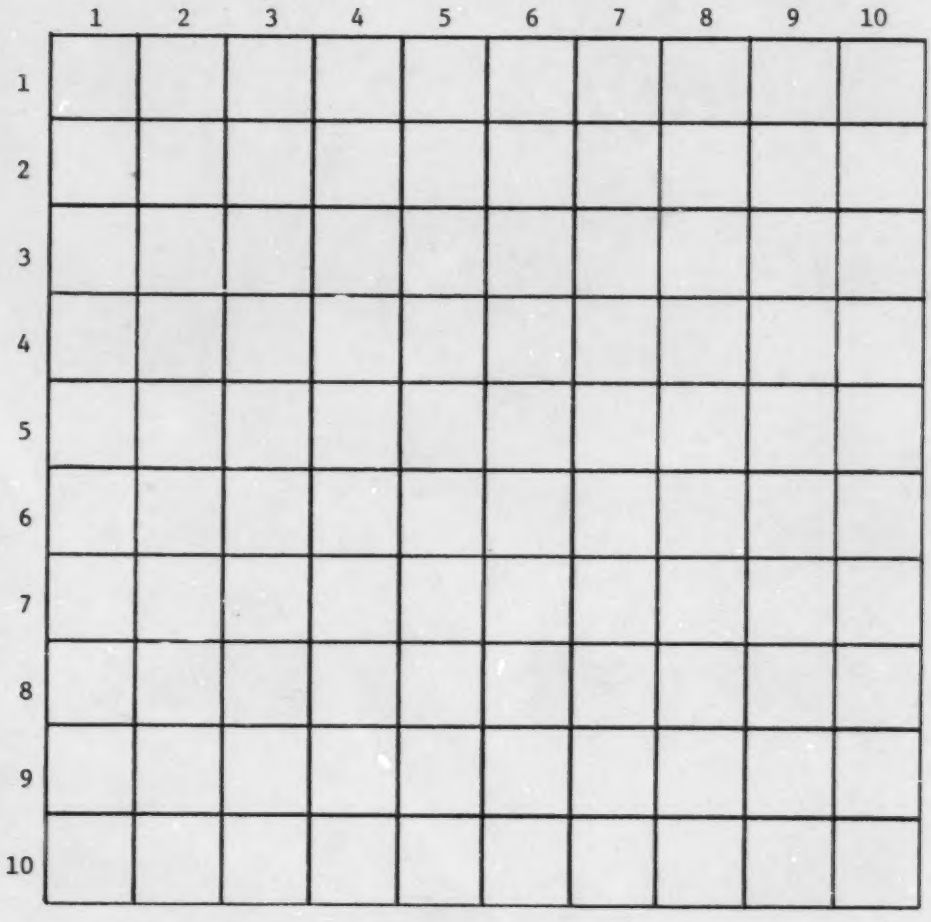


Figure 5

Following is a modified form used by the University of New Mexico of the Verbal Interaction Category, which is another effective means of evaluating student teacher output:

(VICS) (Amidon & Hunter, 1966):

Teacher-Initiated Talk

1. Gives information or opinion: presents content or own ideas, explains, orients, asks rhetorical questions.
2. Gives Direction: tells pupil to take some specific action.
3. Asks Narrow Question: asks drill questions, questions requiring one or two word replies or yes-or-no answers; questions to which the specific nature of the response can be predicted.
4. Asks Broad Question: asks relatively openended questions which call for unpredictable responses; questions which are thought provoking. Apt to elicit a longer response than 3.

Teacher Response

5. Praise: (5a) Praises (use no criteria, i.e. just say "good" or "fine work"
   (5b) Praises using explicit or logical reasons
   (5c) Praises using personal like or dislikes ("I was proud of your behavior.")
6. Accepts: (6a) Ideas: reflects, clarifies, encourages or praises ideas of pupils. Summarizes, or comments without rejection.
   (6b) Behavior: responds in ways which commend, encourage or acknowledge pupil behavior.
   (6c) Feeling: responds in ways which reflect or encourage expression of pupil feeling.
7. Rejects: (7a) Ideas: criticizes, ignores or discourages pupil ideas.

Teacher Response (cont'd)		(7b) Behavior: discourages or criticizes pupil behavior. Designed to stop undesirable behavior. May be stated in question form, but differentiated from category 2. Gives Direction, by tone of voice and resultant effect on pupils.
		(7c) Feeling: ignores, discourages, or rejects pupil expression of feeling.
Pupil Response	8. Responds to Teacher:	(8a) Predictably: relatively short replies, usually, which follow category 3. May also follow category 2, i.e., "David, you may read next."
		(8b) Unpredictably: replies which usually follow category 4.
	9. Responds to another pupil: replies occurring in conversation between pupils.	
Pupil Initiated Talk	10. Initiates talk to teacher: statements which pupils direct to teacher without solicitation from teacher.	
Other	11. Initiates talk to another pupil: statement which pupils direct to another pupil which are not solicited.	
	12. Silence: Pauses or short periods of silence during a time of classroom conversation.	
	13. Confusion: considerable noise which disrupts planned activities. This category may accompany other categories or may totally preclude the use of other categories.	

Following is a system devised for analyzing interaction of a supervisor or cooperating teacher with the student teacher (Blumberg, 1970). It offers its users information pertaining to:

a. How help is offered

b. The relative supportiveness or defensiveness of communication

c. How the supervisor's behavior affects the student teacher

d. How the supervisor reacts to the behavior of the teacher

Procedures for using the system (from Becker, 1970)

1. Recording: A tape recorder is used during the interaction time. After the supervisory interview is completed, the supervisor or cooperating teacher replays the tape by himself. He tallies the interaction in the following manner: Approximately every 5 seconds he records in a column form, the CATEGORY number of behavior that is occurring at that moment.

Rules:
1. View each response as sequentially related behavior, not an isolated response.
2. After replaying the sequence to understand the context, choose the lower numbered category of those that are in question. If you are in doubt whether a behavior is a 1 or 2, choose 1.
3. Record all categories used in an interval.
4. The use of "Hmm" etc. by itself is taken to be encouragement (1)
5. Start and end the tallying with a "15" - silence.
6. Pair every two numbers and record on Interaction Matrix.

2. Analysis and Interpretation of the Supervisory-Teacher Interaction Matrix:

SUPERVISOR OR C.T. BEHAVIOR:

Category 1. Support-inducing Communications Behavior. This category includes all statements on the part of the supervisor, with the exception of praise, the affect of which is to help build a "Healthy" climate between him and the teacher. Behavior that releases tension is in this category as is that which conveys an acceptance of feelings. Encouragement is categorized here.

Category 2. Praise. This is behavior on the part of the supervisor that connotes primarily the value judgment of "good" in connection with a teacher's idea, plan of action, past behavior, feelings, etc.

Category 3. Accepts or uses teacher's ideas. Included here are statements that clarify, build on, or develop ideas or suggestions by a teacher.

Category 4. Asks for information. This is behavior by the supervisor that is aimed at asking for clarification or orientation about a problem or situation under consideration. It is factually oriented and is not concerned with opinions or ways of doing things.

Category 5. Giving information. This is the opposite of Category 4. It involves the supervisor giving objective information to the teacher, orienting, summarizing, etc.

Category 6. Asks for opinions. This category is meant to describe supervisor behavior the aim of which is to ask the teacher to analyze or evaluate something that has occurred, is occurring, or may occur in the classroom or in the interaction taking place.

Category 7. Asks for suggestions. In this category are statements by the Supervisor that ask the teacher to think about ways of doing things or ways in which things might have been done differently. It has an action orientation, past, present, or future. Category 7 also refers to asking for ways in which the supervisor and teacher might work together.

Category 8. Gives opinions. This category is the opposite of Category 6. It has the same substantive meaning with the exception that the supervisor is "giving" not asking.

Category 9. Gives suggestions. In a like manner as Category 8, this one has the opposite meaning as 7. The difference is in the "giving" instead of "asking."

Category 10. Criticism. This category includes all negative value judgments about the teacher, his behavior in the classroom, teaching methodology, competency, etc. It also includes any behavior on the part of the supervisor that can be interpreted as defensive, aggressive, or tension-producing.

TEACHER BEHAVIOR

Category 11. Asks for information, opinions, or suggestions. This is task-oriented behavior on the part of the teacher. It is the teacher-counterpart of Categories 4, 6, and 7.

Category 12. Gives information, opinions, or suggestions. This category, similar to Category 11, is the teacher counterpart to Categories 5, 8, and 9.

Category 13. Positive social emotional behavior. This behavior is described in the same way as that in Category 1. It is not task oriented and helps build the supervisory relationship. Encouragement would probably not be found as constituting very much in the way of a teacher's repertoire in this category. Statements that convey agreement by choice are part of this category, but those that indicate compliance in the face of supervisor power are not.

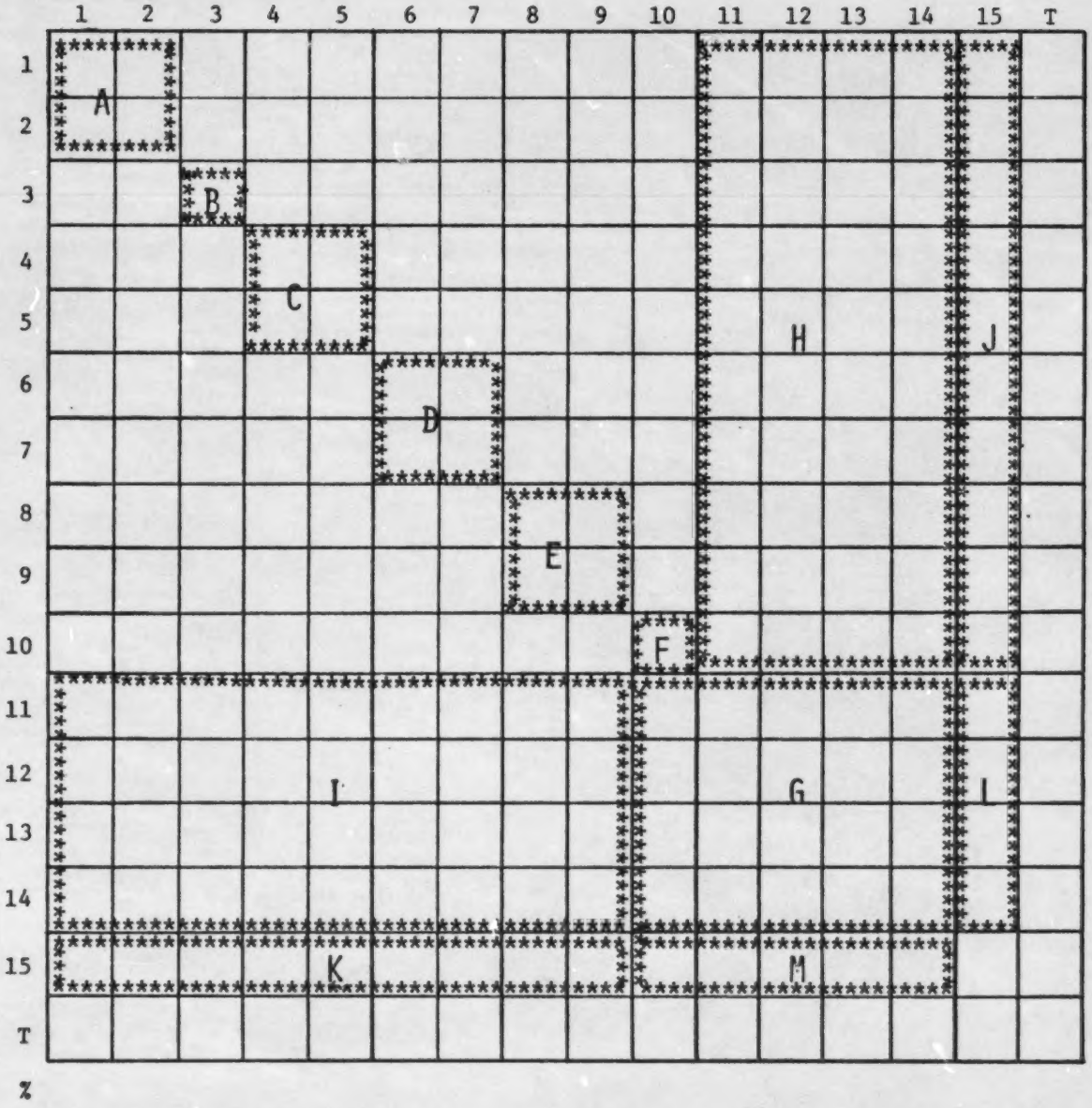
Category 14. Negative social emotional behavior. Any behavior on the part of the teacher that tends to disrupt the supervisory relationship, produce tension or convey defensiveness on his part is part of this category. Compliance in the face of supervisory power is defined as defensiveness as is rationalization.

Category 15. Silence or confusion. This category is used when there is silence or both supervisor and teacher are talking at the same time so that it becomes impossible to categorize behavior specifically. An exception would be when there is silence after a behavior on the part of either supervisor or teacher that seems to have the effect of producing defensiveness (either Category 10 or 14, depending at whom the original behavior was aimed.)

This system has been designed to help supervisors and cooperating teachers get some insights into their behavior and its effects on the course of their interaction with teachers. At this point reference to Figure 6 will be helpful. It will be noted that the blank matrix is divided into different areas. An explanation of these areas follows:

Areas A, B, C, D, E, and F are called "steady state" areas of behavior. A heavy concentration in any of these indicates that the supervisor is making extended use of a particular kind of behavior. Such concentrations might be expressed as interactive "concerns" and can be interpreted as follows:

Figure 6


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 T
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
T
%
A
B
C
D
E
F
G
H
I
J
K
L
M

A heavy loading in	Indicates a "concern" for
A.	Building and maintaining interpersonal relationships
B.	Utilization of the teacher's ideas
C.	Working on the informational data level
D.	Working on the opinion data level
E.	Methodology and/or control
F.	Controlling the teacher's behavior

Area G shows the amount of extended teacher-talk that occurs in the conference. A concentration here would show that the teacher takes a good bit of the time with his questions, answers, agreements, or disagreements.

Tallies in Area H give information about how the teacher reacts to the supervisor's or cooperating teacher's behavior. And, on the other side of the coin, Area I produces data concerning the manner in which the supervisor reacts to the teacher. For example, a tally in the 9-13 cell indicates that the teacher reacts to the supervisor's suggestion in a positive way; one in the 9-14 cell suggests a negative reaction. Similarly, a tally in the 12-2 cell says that the cooperating teacher supervisor reacts with praise to the teacher's idea, opinion, etc., while a tally in the 12-10 cell means that the supervisor reacts critically.

Area J indicates the nature of supervisory behavior which tends to produce silence or confusion and Area K shows the way the cooperating teacher supervisor reacts to silence or confusion. In a like manner, Area L indicates what teacher behavior produces silence or confusion and Area M gives some ideas about how the teacher reacts to silence or confusion.

It will be noted that not all areas of the matrix have been labeled. These

are areas that extend out, in either direction, and form the steady state cells of supervisor behavior. They are not steady state behaviors nor are they interactive in the sense of showing how a teacher reacts to supervisor behavior. Rather, the patterns that develop in these areas produce data that gives some understanding of the way in which the supervisor uses himself and his total behavioral repertorie as measured by this system. Analysis of these parts of the matrix would help a supervisor or cooperating teacher see, to some extent, the flexibility of his behavior and would also give him some understanding of the relative typicality of his use of self. The purpose of this system is to attempt to produce reliabile data that will help supervisors and cooperating teachers to understand and improve the behavioral implications of their interaction. The information provided by use of this system is helpful in determining roles and interaction problems, as well as operationalizing the "output" function so that needed improvements can be made.

The Teaching Profile on the following page is a suggested plan to be used by the cooperating teacher to give feedback to the teacher. The form is to be modified by the cooperating teacher to fit her particular classroom situation. The cooperating teacher may add as many variables that she feels is her personal criteria for the student teacher. This form is to assess areas that are left out of the "Student Teacher Conference Form."

A TEACHING PROFILE

Performance can be evaluated according to the following scale: (1) clearly a difficulty, (2) needs some help, (3) satisfactory, (4) above average, (5) competent.

I. Planning

____ the teacher prepares plans that are clear

____ the teacher has pupils participate in planning

____ pupils and teacher establish common goals

____ the teacher considers student's needs and desires

____ the teacher is flexible in carrying out plans

II. Selecting and Utilizing Materials

____ the teacher uses multi-modality (visual, auditory, kinesthetic) materials

____ the teacher clarifies procedures and behavioral objectives

____ the teacher makes good use of time

III. Motivation

____ the teacher is cheerful and enthusiastic

____ the teacher responds overtly to pupils contributions

____ the teacher introduces material at appropriate cognitive levels

____ the teacher makes use of rewards--praise or primary reinforcement

IV. Giving Directions

____ the teacher's directions are concise and clear

____ procedures carried out in a consistent manner

____ needed clarification is provided by the teacher

____ teacher defines instructional goals

V. Helping learners find meaning

____ concept development from simple to complex

____ materials presented are made meaningful to pupil by teacher

Cont'd next page

V. Cont'd

____ a multi-dimensional approach to concepts is used by teacher.

____ new information is related to past learning

____ concrete examples, or illustrations, are used by the teacher

VI. Developing a secure learning environment

____ all pupils experience success in a given lesson

____ time is provided on an individual basis

____ teacher is calm in tense situations

____ the teacher is considerate of the feeling of pupils

____ teacher is accepting of the students

____ pupil embarrassment is avoided by action of the teacher

VII. Providing for individual differences

____ the teacher provides individual assistance to all pupils

____ the teacher eliminates potential distraction to the pupils

VIII. Behavioral management:

____ the teacher circulates among students, provides individual help

____ the teacher uses varied positive techniques to reinforce students.

____ the teacher reinforces good behavior with appropriate praise

____ the teacher is utilizing noise control

____ the teacher has a reason for the changing of inappropriate behavior

Comments:

One of the goals of the Special Education Department is the development of an improved role for the cooperating teacher who works with the teacher training program at the University of New Mexico. The Northwest Educational Cooperative project has devised on instrument adopted from Cantril and Free (1956) to assess the perspectives of the student teacher and the cooperating teacher and to relate these to role compatability or role conflict. The instrument is administered to both participants separately and scored by the evaluator. In Section C the pronouns are changed to be self referent to the student teacher.

The following statement is used to introduce the Intern Assessment: "This instrument is designed to assist you in looking back over your experience as a student teacher. The data will be used as group data sent directly to the evaluator, and you will not be identified as an individual. We are asking for a social security number only to insure that we have received a response for each critic teacher. Think carefully about the questions, but work quickly. It should only take a few minutes to make your response."

Name _____

Social Security Number _____

INTERN ASSESSMENT

A. Using short descriptive adjectives and phrases (e.g., clever, gets along with people, well prepared) list those characteristics or traits of the BEST teacher in your chosen area of preparation.

B. Again using short descriptive adjectives and phrases, list those characteristics or traits of the POOREST teacher in your chosen area of preparation.

C. On the left margin of this sheet is a ladder where the best teachers having the characteristics or traits of A stand at the top and the poorest teachers having the characteristics or traits in B stand at the bottom.

10
9
8
7
6
5
4
3
2
1

a. Assessing the student teacher's strengths and weaknesses encircle ○ the number where you believe she stands at this time.

b. Draw a ▭ around the number where you believe she will stand in three years.

c. Underline ___ the number where you believe she will stand in five years.

c. Make a ✓ in the box where you believe you stand.

The purpose of the inventory on the following pages is to measure student teacher reactions to the preparation program in Special Education, and to provide additional information as the the "output" productivity. This inventory is to augment the Special Education program in terms of feedback to the program. This inventory was modified from Hutchinson and Sellin's (1971) Teacher Preparation Evaluation Scale. This inventory is highly tentative and preliminary. It is an instrumentation to gain feedback from student teachers as to the program effectiveness, not for student selection. The instrument is to be administered during pre-student teaching and then post-student teaching.

	Means		
	Pre	Post	Significance
1. I think Special Education classes have prepared me for student teaching.			
2. I think Special Education classes have not provided me with the necessary skills for student teaching.			
3. I think I am competent to teach due to my practicum experience.			
4. I do not think I have been provided enough exposure to the special education child.			
5. I find special ed. courses a complete disappointment.			
6. I believe that special ed. courses give me a chance to demonstrate my knowledge and ability.			
7. I think attending special ed. courses is only a means towards getting a better job.			
8. I think special ed. courses provide a satisfying knowledge to understand the special ed. child.			
9. I think I am competent to use instruction strategies for special ed. children.			
10. I think through my special ed. courses I am able to apply principles in behavior management.			
11. I am not sure how to handle class discipline.			
12. I can select appropriate materials for special ed. children.			
13. I know what behavioral objectives are and how to use them.			
14. I don't know what to do in many instances where behavior is inappropriate for the student.			
15. The special ed. course work has made me sensitive to the needs of children.			
16. I do not know how to use positive reinforcement procedures.			
17. I can define special education problems.			
18. I am ready for a job in special education.			
19. I think attending special ed. courses causes or makes a person to lose confidence in himself.			
20. I think most of the course work in special ed. is poorly defined.			
21. I have no complaints about special ed. courses.			
22. I think to much emphasis is placed on "busy work."			
23. I do not think I can write an individualized prescription.			
24. Special ed. classes have provided me with a basic knowledge to enhance further research on my own.			
25. Special ed. course work and practicum is a frustrating experience.			

These items are rated so 1 is the least favorable reaction through 5 as the most favorable reaction to each item.

Appendix A

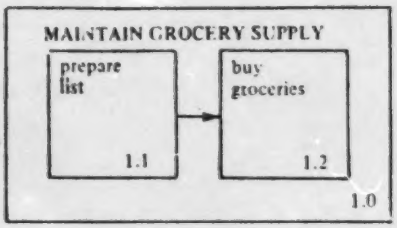
Project (or Component) Name _____

INPUT	PROCESS	OUTPUT
(What staff, students, materials, media, administrative support, etc., are necessary to support this process? List here the things you think are preconditions for a process.)	(Describe the major components in the sequence they should happen.)	(Describe, as specifically as possible, the outcome(s) which result from each process.)

Appendix B

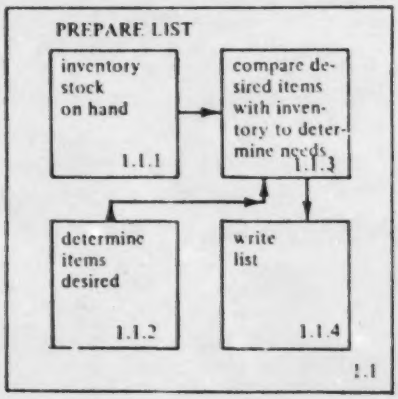
PROGRAM DESIGN NETWORKING GUIDE

1. **Network levels and nomenclature**



Example A:

A general system (1.0) has been analysed into two inter-dependent sub-systems. Note the numbering used.

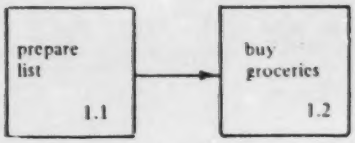


Example B:

A sub-system (1.1), which is a part of a larger system (1.0), has been analyzed into sub-sub-systems. Again, note the numbering used. For easier communication, the terms *program*, *component*, and *sub-component* are used to denote the three progressively finer levels of analysis·

(system) 1.0 ———— program
(sub-system) 1.1 ———— component
(sub-sub-system) 1.1.1 —— sub-component

2. **Arrows**

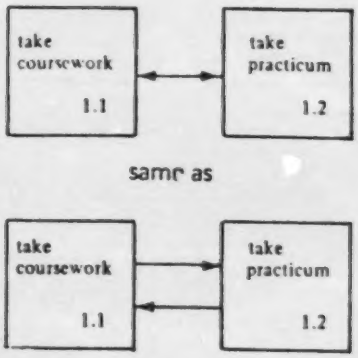


Example C:

The arrow indicates a functional relationship between component 1.1 and component 1.2; a critical input for (1.2) "buy groceries" is produced by (1.1) "prepare list."

Example D:

The double ended arrow (or pair of arrows) indicates a functional relationship between component 1.1 and component 1.2, and vice versa. Something is produced in 1.2 which is needed for the successful operation of 1.1, just as 1.1 produces something needed for 1.2.

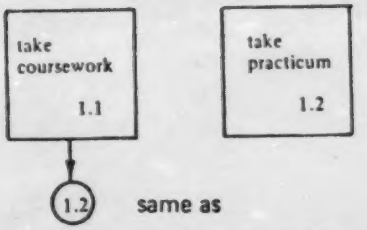


For instance . . .

The student learns about diagnostic techniques from coursework (1.1); he applies these techniques in the practicum (1.2). In addition, coursework (discussion, etc relies on dealing with and sharing of student experiences from the practicum.

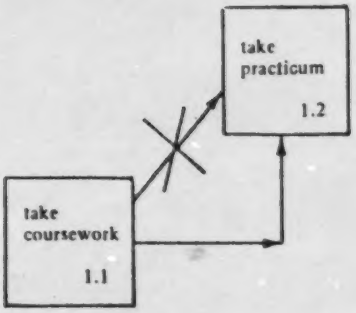
Example E

(This convention is used when boxes are far apart and a line drawn between them would create a more confusing network.)



Example F

Convention allows for only horizontal and vertical arrow lines in the network.

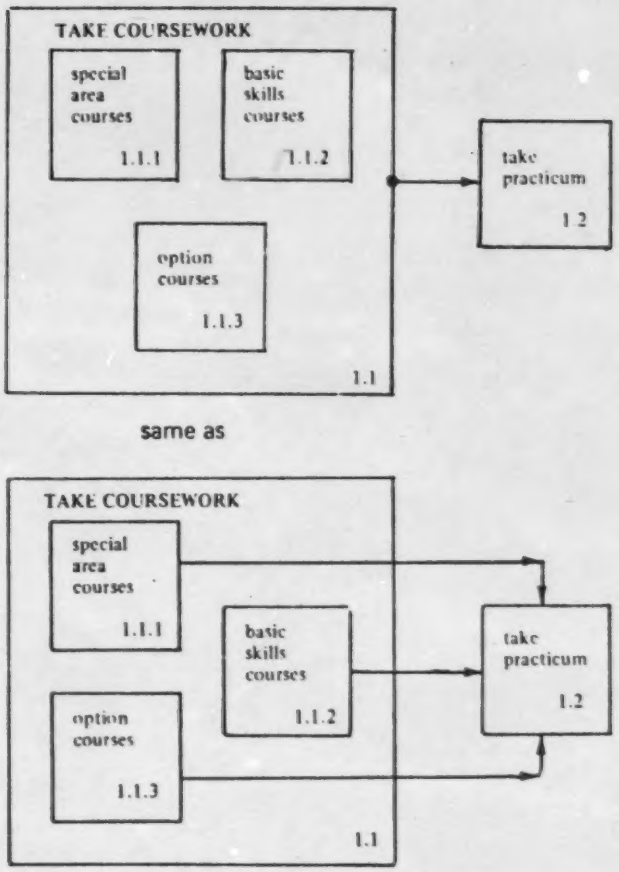


Example G

The arrow with the dot on its end indicates a relationship between component 1.2 and *each* of the sub-components contained in component 1.1. Something is produced in each of sub-components 1.1.1, 1.1.2, and 1.1.3 which is needed for the operation of component 1.2.

For instance . . .

The practicum (1.2) depends on skills and knowledge gained from each of the three coursework sub-components.

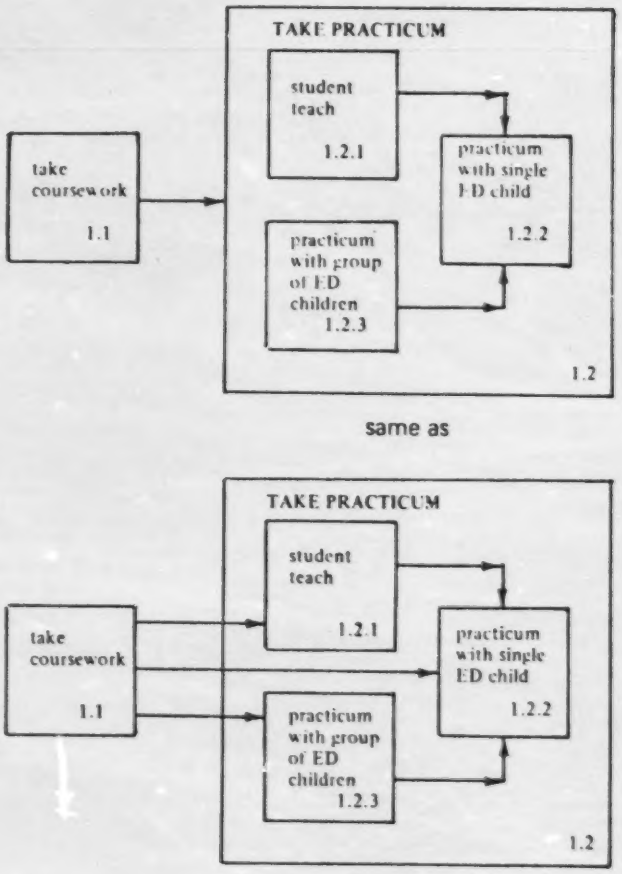


Example H

An arrow ending at the boundary of a system broken into sub-systems indicates a relationship between the component (1.1) and each of the sub-components (1.2.1 thru 1.2.3). Something is produced in component 1.1 which is needed for the operation of each of the sub-components contained in component 1.2.

For instance . . .

Each practicum sub-component: "student teach" (1.2.1); "practicum with single ED child" (1.2.2); "practicum with group of ED children" (1.2.3); depends on skills and knowledge gained from the coursework component (1.1).



Note:

The conventions used in Examples G and H simplify the network by reducing the number of arrows necessary to describe sub-component relationships.

Appendix C

Area of Concern: The Development of Student Teacher Skills

Evaluation Questions	Standard	Information Source	Audience
1. How many students from the courses were fully prepared to begin student teaching?		Results of criterion-referenced tests used in Ed. 360 and Ed. 361	Dr. Peterson and Professors X and Y
2. Did the student teaching site afford a real learning experience for students?		Job descriptions; site visits; questionnaire to students.	Dr. Peterson and Site Supervisors
3. Were site supervisors committed to helping students develop prescriptive skills?		Site supervisor interviews; questionnaire to students.	Dr. Peterson
4. How much time did students actually spend in prescription writing activities?		Student activity logs.	Dr. Peterson and Site Supervisors
5. How well did students perform after completing the student teaching experience?		Student work samples.	Dr. Peterson and Site Supervisors

Appendix D

Directed to Component 2.3

Area of Focus: Relationship between Instruction and Student Teaching

Evaluation Question	Standard	Information Source	Audience
E1.1 What is the latency between presentation of instruction and engagement in the student teaching process?	Feedback Inventory Intern Assessment Student Teacher Conference Form	Student Teacher Supervisor Cooperating Teacher	Curriculum Planning Committee Undergraduate Advisor
E1.2 What is the lapse of time related to the competencies (subject matter) and the skill areas dealt with by the Student Teacher	Student files Faculty files Student teaching application form	Faculty & Student records	same
E1.3 What is the variation in personal interest in Special Education before, during and after presentation of competencies?	Student Teacher Preparation Scale Minnesota Teacher Attitude Inventory Faculty ratings 210-211 Special Education 300 form Graduate Skill Rating	Student Teacher Professor X, Y Public school	Screening Committee Chairman of Dept. Coordinator of Student Teaching Curriculum Planning Committee
E1.4 What is the proportion of time devoted to the presentation of instruction to the practical problems of the student teacher?	Item Analysis Class Criterion checks	Student Teacher	Coordinator of Student Teaching

Appendix E

Dobson's Probability and Psychological Variables

1. Student teachers with high levels of manifest anxiety will exhibit a high level of anxiety and those with a low level of manifest anxiety will exhibit a low level of anxiety in stress situations in the classroom.
.234*

2. Student teachers with a high level of defensiveness will receive minimal benefits and those with a low level of defensiveness will receive maximum benefits from supervision.
.252*

3. Student teachers with a high self concept will relate well and those with a low self concept will not relate well with their supervisors.
.375*

4. Student teachers with a high level of stability will be consistent and those with a low level of stability will not be consistent in managing specific behavior problems.
.273*

5. Student teachers with a high level of personality adjustment will establish rapport and those with a low level of personality adjustment will not establish rapport with disturbed children.
.313*

6. Student teachers with a high level of creativity will meet individual needs and interests and those with a low level of creativity will not meet individual needs and interests in the learning situation.
.041*

7. Student teachers with a high level of warmth will demonstrate warmth and those with a low level of warmth will not demonstrate warmth with disturbed children.
.001*

8. Student teachers with a high level of enthusiasm will exhibit energy in the classroom and those with a low level of enthusiasm will not.
.004*

9. Student teachers with a high level of organization will do well and those with a low level of organization will not do well in organizing the learning experience. .252*

10. Student teachers with a high level of sensitivity will be sensitive and those with a low sensitivity will not be sensitive to disturbed children in management situations. .273*

11. Student teachers with high coping ability will do well in redirecting the learning orientation and those with low coping ability will not do well in redirecting the learning orientation after an interruption.
.234*

2.1.4 Education of Exceptional Children

INPUTS	PROCESS	OUTPUTS
2.1.1 2.1.2 2.1.3	.1 To review the field of Special Education in order to understand and assess its present status at the local, state, and national levels. .2 To understand the process of Special Education in terms of its influence and impact on the operation of the school system(s) involved. .3 To understand some simulated experiences in the process of Special Education between administrators and employees in public school settings. .4 To develop an understanding of the most common and acceptable definitions with respect to Special Education and the various exceptionalities. .5 To understand and identify the physical, social, psychological, or educational characteristics for each Special Education exceptionality. .6 To become familiar with the process of identification, evaluation, and placement of exceptional children in Special Education programs. .7 To recognize the various Special Education programming alternatives which best serve exceptional children with varying degrees of handicapping conditions. .8 To understand Special Education as it might relate to local and state agencies, institutions of higher learning, civic groups, state associations and professional organizations.	The student will be able to identify verbally and in writing the following objectives .1 thru .8 with ____% accuracy. screening

Appendix G

2.1.5 Nature and Needs of Mentally Retarded

INPUTS	PROCESS	OUTPUTS
2.1.1	.1 The history of attitudes toward and treatment of the mentally retarded.	Student will be able to describe in writing or on objective test:
2.1.2	.2 The major clinical syndromes associated with mental retardation.	
2.1.3	.3 The pertinent points on both sides of the nature-nurture issue.	.1 thru .11
2.1.4	.4 The legal rights of the retarded and efforts presently under way to secure more rights for the retarded.	with a minimum of ____% accuracy.
	.5 The effect of labeling on the function of the retarded.	screening 2.4
	.6 The effect and concept of normalization.	
	.7 The types and effectiveness of different types of educational programs.	
	.8 The effects and results of economics and poverty on mental retardation.	
	.9 The impact of retardation on the family.	
	.10 The relationship of race and culture to mental retardation.	
	.11 Definition of mental retardation	
	In addition to these general objectives, specific objectives can be provided for each topic area.	

Appendix H

2.2.8 Methods and Materials in Special Education

INPUTS	PROCESS	OUTPUTS
2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 * 2.2.6 * 2.2.7	.1 Performance Objectives: Each student will demonstrate the ability to differentiate between goals and objectives with 90% accuracy. The student will demonstrate comprehension of the cognitive, affective, and psychomotor domains by correctly identifying the dominant domain in at least eight of ten examples provided. .2 Dale's cone of experiences: The student will demonstrate use of the cone, as it applies to the classroom teacher by formulating six test items from the presentation. .3 Modalities of learning and materials: Students will identify appropriate materials for particular modes of learning. .4 Classroom management: Student will list ten reinforcers that may be used in a classroom situation. .5 Test and Inventories: Student will correctly match six tests with six areas of diagnosis with 90% accuracy. .6 Teaching methods: Students will match six methods of teaching and twelve examples provided with 80% accuracy. .7 Audio-visual materials and equipment: Students will demonstrate skills in operation of audio-visual equipment of trouble-shooting successfully four of six media equipment.	Completion of 2.2.8 competencies. Accumulation point for pre-student teacher competency.

*Program variation Major or Minor

Appendix I

2.3.2 Student teacher experience divided into phases which assess individual competencies

INPUT	PROCESS	OUTPUT
Student Teacher Cooperating Teacher Supervising Teacher	Phase 1 Acquaintance with teacher personnel Observation in assigned classroom Diagnostic information Professional adequacy	Evaluation Corollary of student teacher conference form 1a-c, 9a-c*
	Phase II Systematic observation - baseline Individual instruction Statement of short term objectives	2a-c, 3, 4, 6b*
	Phase III Small groups Implementation of instructional strategies Behavioral objectives, task analysis	5, 6, 8*
	Phase IV Preparation of specific task for personnel in the classroom Management and control of classroom Long range objectives for students	7,9e*
	*All phases overlap to some extent Student teacher conference form objectives are continuous and interrelated.	

Appendix J

2.3.2 Decision-Making Model

INPUT	PROCESS	OUTPUT
Cooperating Teacher Student Teacher Supervisor	Decision model for crisis intervention for the cooperating teacher, student teacher, and supervisor	
	Assessment of problem	Define problem-documentation Record Comments-factor affecting problem.
	Initial statement of objective	Define what behavior or incidents are in need of change or modification--select desired goals.
	Negotiation and justify	Both parties involved discuss reason for change. Determination of available courses of action.
	Interpersonal Intervention (hierarchical) a. student teacher — cooperating teacher	
	b. supervisor — (immediate)	Refer to outside sources Self initiated goals -- emphasize cooperation Most desirable alternatives
	c. director (principal) — supervisor (immediate)	
	d. Department of Special Education Undergraduate director	
	Evaluation	Interval, or ongoing

Appendix K

2.3.2 Intervention Model in Student Teaching

INPUT	PROCESS	OUTPUT
Student Teacher Cooperating Teacher Supervising Teacher	Intervention strategies a. lab or course work b. phase - rephase c. classroom change d. time-interval e. alternative major	Possible Alternatives 1. provide module or setting for competency enhancement 2. go back to an earlier phase 3. extend teaching assignment 4. try again next semester 5. place in another classroom 6. nonteaching minor or BUS

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